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ABSTRACT

The booklet contains procedures from Project CHILD for identifying learning disabled (LD) children with language difficulties. Project CHILD is a research effort to validate identification, intervention, and teacher education programs for use with language handicapped children. The booklet gives descriptions of the two recommended screening tests (LD/Screen-Syllabication) and (LD/Screen-Pupil Behavior), instructions for computation of scores and use of an associated grid to determine degree of handicap by relating scores on both tests. Noted are limitations of the test such as the need for each school district to construct its own set of norms. Included are two forms of the LD/Screen-Syllabication test and the checklist LD/Screen-Pupil Behavior checklist. (DB)

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Programming for the Language Disabled Child

Booklet I

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Booklet I

IDENTIFICATION PROCEDURES

Project CHILD
Texas Education Agency
Austin, Texas

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INTRODUCTION

This booklet is aimed at describing a simple effective means of identifying children with language difficulties. The counselor or special educator who is faced with this task often finds the recommended methods not applicable to the situation. The method described below was developed as a part of the research effort of Project CHILD, a Texas Education Agency research project.

The efficiency of discrimination in a group test, as a whole, is far below the optimum level, while those methods utilizing individual tests give the requisite efficiency but are impractical because of costs, duration of time, and personnel limitations. This study sought to find a set of measures that would predict with a high degree of accuracy the classification of students as either language disabled or non-language disabled, but which would avoid the problems of costs, time, and personnel.

PURPOSE

To describe two screening tests that are both practical and effective to use in identifying the language disabled child.

RECOMMENDED TESTS

A. LD/Screen-Syllabication

1. No time limit (average student takes 3-6 minutes)
2. Teacher administered
3. Teacher scored
4. Teacher Identified (lower 15% of population by using enclosed Mean and Standard Deviation Form)

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B. LD/Screen-Pupil Behavior

1. No time limit

2. Teacher rates each child individually (average time for rating each child is 5-7 minutes)

3. Teacher scored

4. Teacher identified (lower 15% of population by using enclosed Mean and Standard Deviation Form)

   CAUTION: DO NO MORE THAN SEVEN SCREENINGS AT ONE SITTING. AFTER A CERTAIN NUMBER, TEACHER TENDS TO LUMP ALL CHILDREN INTO AVERAGE CATEGORY.

COMPUTATION MODELS

Models for Computing Mean & Standard Deviation (Figures 1, 2, 3, and 4 show 100 subjects for ease of computation)

A. Computation of LD/Screen-Syllabication

1. Add correct scores of LD/Screen-Syllabication

2. Compute Mean for LD/Screen-Syllabication (See Figure 1)

3. Compute Standard Deviation LD/Screen-Syllabication (See Figure 2)

4. Subtract Standard Deviation from Mean to obtain 1 Standard Deviation below Mean

5. All scores falling below 1 Standard Deviation are identified on ___X___ axis of grid.

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B. Computation of LD/Screen-Pupil Behavior

1. Compute Mean for LD/Screen-Pupil Behavior (See Figure 3.)

2. Compute Standard Deviation for LD/Screen-Pupil Behavior (See Figure 4.)

3. Subtract Standard Deviation from Mean to obtain 1 Standard Deviation below Mean.

4. All scores falling below 1 Standard Deviation are identified on ___Y___ axis of grid.

GRID EXPLANATIONS

(See Figure 5.)

1. Scores from LD/Screen Pupil Behavior are on Y axis.

2. Scores from LD/Screen-Syllabication are on X axis.

3. Scores that fall in (1) category represent students who score one standard deviation below the mean on both LD/Screen Syllabication and LD/Screen-Pupil Behavior. These children who are considered the most severe in the language disabled area constitute between 6% and 7% of the school population for grades three and four and 3% of the school population for grade 5.

LIMITATIONS

A. Tests have only been validated for third, fourth, and fifth grade children.

B. Each school district must construct its own set of norms.

C. District size or composition (ethnic groups) of district could cause significant differences.

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D. Administrators should be aware that this system is not 100% effective but is to be viewed as a gross screening to identify children needing further attention.

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FIGURE #1

LD/SCREEN SYLLABICATION
(MEAN)

		Names	Form "A"		Form "B"		Scores
Step 1.	1.	Joe	12	+	13	=	25
	2.	Jack	12	+	12	=	24
	3.	Betty	15	+	12	=	27
	100.	Bill	8	+	11	=	19
					Sum of Scores		2187

Step 2. 2187 ÷ 100 = 21.87 Mean

FIGURE #2

LD/SCREEN-SYLLABICATION
(STANDARD DEVIATION)

		Names	Scores
Step 1.	1.	Joe	25
	2.	Jack	24
	3.	Betty	27
	100.	Bill	19
			2187

Step 2. Square each score then add again

Scores
25^2
24^2
27^2
19^2
49,611

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FIGURE #2 – Continued

LD/Screen–Syllabication

Step 3. Square the total of Step 1 and divide by 100

$$\frac{2187^2}{100} = \frac{4{,}782{,}696}{100} = 48.829$$

Step 4. Subtract Step 3 from Step 2

49,611 (Step 2)

−48,829 (Step 3)

782

Step 5. Divide Step 4 by 99 or (N-1)

782 ÷ 99 = 18

Step 6. Find square root of Step 5

$\sqrt{18} = 4.24$ STANDARD DEVIATION

Step 7. Subtract Standard Deviation from Mean

21.87

−4.24

17.63 One standard deviation below mean

FIGURE #3

LD/SCREEN-PUPIL BEHAVIOR
(MEAN)

Step 1.		Names	Scores
	1.	Joe	58
	2.	Jack	49
	3.	Betty	53
	100.	Bill	47
		Sum of Scores	5257

Step 2. 5257 ÷ 100 = 52.57 MEAN

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FIGURE #4

LD/SCREEN-PUPIL BEHAVIOR
(STANDARD DEVIATION)

Step 1.

	Names	Scores
1.	Joe	58
2.	Jack	49
3.	Betty	53
100.	Bill	47
		5257

Step 2. Square each score then add again

Scores
28^2
49^2
53^2
47^2
285,072

Step 3. Square the total of Step 1 and divide by 100

$$\frac{5257^2}{100} = \frac{27,636,049}{100} = 276,360$$

Step 4. Subtract Step 3 from Step 2

285,072 (Step 2)
276,360 (Step 3)
8,712

Step 5. Divide Step 4 by 99 or (N-1)

$$99 \overline{)\ 8,712} = 88$$

Step 6. Find square root of Step 5

$$\sqrt{88} = 9.38 \text{ STANDARD DEVIATION}$$

Step 7. Subtract Standard Deviation from Mean

52.57
−9.38
43.19 One standard deviation below mean

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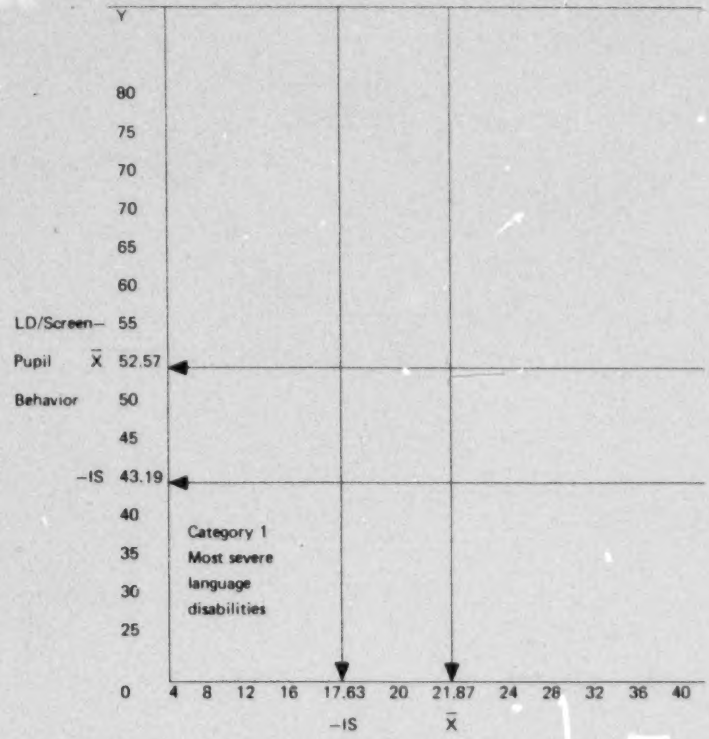
FIGURE #5

GRID FOR IDENTIFICATION OF LANGUAGE DISABLED CHILDREN



–IS = One standard deviation below mean

$\bar{X}$ = Mean

Note:

In this example, any child who scores 43 or below on the LD/Screen-Pupil Behavior and who scores 17 or below on the LD/Screen-Syllabication will fall into the most severe language disability category[1].

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LD/SCREEN-SYLLABICATION

Teacher Instructions

Form A

1. Pass Out Form A
2. Have the student record Name, Date and Teacher's Name in the appropriate spaces.
3. Read directions orally
4. Do examples A, B, and C on the chalk board with children
5. No time limit
6. Collect test sheets

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LD/SCREEN SYLLABICATION

Form A

NAME _____ TEACHER'S NAME _____

DATE _____

I. Directions:

Look at each word. Count the number of parts (syllables) that you hear in that word.

Blacken the circle in front of the number you counted.

EXAMPLE:

A.	UNTIL	○ 1	○ 2	○ 3
B.	BAT	○ 1	○ 2	○ 3
C.	COMPANY	○ 1	○ 2	○ 3

1.	BALL	○ 1	○ 2	○ 3
2.	BICYCLE	○ 1	○ 2	○ 3
3.	TOWER	○ 1	○ 2	○ 3
4.	COURSE	○ 1	○ 2	○ 3
5.	LEMONADE	○ 1	○ 2	○ 3
6.	ELEVEN	○ 1	○ 2	○ 3
7.	ANGRY	○ 1	○ 2	○ 3
8.	LONG	○ 1	○ 2	○ 3
9.	DANGER	○ 1	○ 2	○ 3
10.	BANANA	○ 1	○ 2	○ 3
11.	EIGHT	○ 1	○ 2	○ 3
12.	ANOTHER	○ 1	○ 2	○ 3
13.	FENCE	○ 1	○ 2	○ 3
14.	HAPPY	○ 1	○ 2	○ 3
15.	FINGER	○ 1	○ 2	○ 3
16.	TERRIBLE	○ 1	○ 2	○ 3
17.	ABLE	○ 1	○ 2	○ 3
18.	SWEET	○ 1	○ 2	○ 3
19.	YESTERDAY	○ 1	○ 2	○ 3
20.	LESSON	○ 1	○ 2	○ 3

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LD/SCREEN-SYLLABICATION

Teacher Instructions

Form B

1. Pass out Form B
2. Have the student record Name, Date and Teacher's Name in appropriate spaces.
3. Read directions orally.
4. Do examples A and B on the chalk board with children.
5. No time limit.
6. Collect test sheets.

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LD/SCREEN-SYLLABICATION

Form B

NAME _____ TEACHER'S NAME _____

DATE _____

II. Directions:

Look at the first word in each row. Then find the word that is correctly separated into parts (syllables) and blacken the circle in front of it.

EXAMPLE:

A.	TODAY	⬭ Tod-ay	⬭ To-day	⬭ To-da-y
B.	DISCOVER	⬭ Di-sco-ver	⬭ Disc-over	⬭ Dis-cov-er

1.	BIRTHDAY	⬭ Birth-day	⬭ Bir-thd-ay	⬭ Bi-rth-day
2.	PICNIC	⬭ Pic-ni-c	⬭ Picn-ic	⬭ Pic-nic
3.	PENNY	⬭ Penn-y	⬭ Pen-ny	⬭ P-enn-y
4.	WOMAN	⬭ Wo-man	⬭ Wom-an	⬭ W-om-an
5.	PENCIL	⬭ Penc-il	⬭ Pen-ci-l	⬭ Pen-cil
6.	EMPTY	⬭ Em-pt-y	⬭ Emp-ty	⬭ E-mp-ty
7.	TOGETHER	⬭ To-geth-er	⬭ Tog-eth-er	⬭ T-og-ether
8.	MAGIC	⬭ Ma-gic	⬭ M-ag-ic	⬭ Mag-ic
9.	ANIMAL	⬭ An-i-mal	⬭ Ani-ma-l	⬭ A-nim-al
10.	BEAUTIFUL	⬭ B-eaut-i-ful	⬭ Beau-ti-ful	⬭ Bea-uti-ful
11.	ELEPHANT	⬭ Ele-pha-nt	⬭ El-eph-ant	⬭ El-e-phant
12.	FARTHER	⬭ Far-ther	⬭ F-ar-ther	⬭ Fa-rth-er
13.	TOMORROW	⬭ Tom-o-rrow	⬭ Tom-orr-ow	⬭ To-mor-row
14.	REMEMBER	⬭ Rem-ember	⬭ Re-mem-ber	⬭ R-emem-ber
15.	TELEPHONE	⬭ Te-le-phone	⬭ T-elep-hone	⬭ Tel-e-phone
16.	WONDERFUL	⬭ Wo-nde-rful	⬭ Won-der-ful	⬭ Wond-erful
17.	PRINCESS	⬭ Prin-cess	⬭ P-ri-ncess	⬭ Pr-in-cess
18.	SECRET	⬭ Se-c-ret	⬭ Se-cret	⬭ S-ecr-et
19.	ADVENTURE	⬭ Adv-ent-ure	⬭ Ad-ven-ture	⬭ Adve-nture
20.	DELICIOUS	⬭ D-elic-ious	⬭ Deli-cious	⬭ De-li-cious

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PROJECT CHILD

LD/SCREEN-PUPIL BEHAVIOR

TO THE TEACHER:

The purpose of the LD/Screen-Pupil Behavior is to identify children who have deficits in learning.

Adequate opportunity for observation of the student should be a prerequisite for using the checklist. Care and consideration should be given to each item as it relates to the child being evaluated.

A rating of 1, 2, or 3 should be given on each item by circling the appropriate number. Upon completion of the checklist, the circled numbers should be added and the total should be recorded where rating score is indicated.

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PROJECT CHILD

LD/SCREEN-PUPIL BEHAVIOR

Name _____ Date _____

School _____ Rating Score _____

Rating

GENERAL INTELLIGENCE APPEARS TO BE

Below average 1
Average 2
Above average 3

SPEECH IS CHARACTERIZED BY ARTICULATION PROBLEMS, UNUSUAL TONAL QUALITY, CLUTTERING, OR VOLUME CHANGES

Frequently 1
Occasionally 2
Rarely 3

ACTUAL SCHOOL ACHIEVEMENT IN COMPARISON WITH ABILITY TO LEARN APPEARS TO BE

Significantly below expectations 1
Average for abilities 2
Superior to what might be expected for one of his abilities 3

ABILITY IN ARITHMETIC MAY BEST BE DESCRIBED AS

Below average for age and/or grade placement 1
Average for age and/or grade placement 2
Above average for age and/or grade placement 3

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HAS DIFFICULTY REMEMBERING AND FOLLOWING INSTRUCTIONS GIVEN VERBALLY

Frequently 1
Occasionally 2
Rarely 3

HANDWRITING MAY BEST BE DESCRIBED AS

Below average for age and/or grade placement 1
Average for age and/or grade placement 2
Above average for age and/or grade placement 3

ABILITY TO DEVELOP A CONCEPT OF TIME – INCLUDING TELLING TIME AND THE AWARENESS OF THE PASSAGE OF TIME

Significantly inadequate 1
Adequate 2
Superior 3

MOTOR COORDINATION CAN BEST BE DESCRIBED AS

Clumsy, awkward 1
Average for age 2
Superior for age 3

WORD RECOGNITION IN READING MAY BEST BE DESCRIBED AS

Below average for age and/or grade placement 1
Average for age and/or grade placement 2
Above average for age and/or grade placement 3

HAS DIFFICULTY RECALLING WORDS AND EXPRESSING IDEAS VERBALLY

Frequently 1
Occasionally 2
Rarely 3

SPELLING SKILLS MAY BEST BE DESCRIBED AS

Below average for age and/or grade placement 1
Average for age and/or grade placement 2
Above average for age and/or grade placement 3

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EXHIBITS VERY LIMITED ATTENTION SPAN BEING UNABLE TO ATTEND TO A TASK FOR A REASONABLE LENGTH OF TIME

Frequently 1
Occasionally 2
Rarely 3

TENDS TO BE WITHDRAWN, AVOIDING PEOPLE, NEW SITUATIONS, CONFLICT, OR DIFFICULT TASKS

Frequently 1
Occasionally 2
Rarely 3

REVERSES LETTERS, WORDS, OR NUMBERS IN ARITHMETIC, READING, WRITING, AND/OR SPELLING, SUCH AS d FOR b, n FOR u, was FOR saw, 14 FOR 41

Frequently 1
Occasionally 2
Rarely 3

APPEARS TO BE HYPERACTIVE, i.e. GETTING OUT OF HIS SEAT, TALKING TO OTHER CHILDREN, SHARPENING PENCIL, GOING TO RESTROOM, SHUFFLING FEET, TAPPING HIS PENCIL EXCESSIVELY

Frequently 1
Occasionally 2
Rarely 3

APPEARS TO BE UNABLE TO KEEP HIS ATTENTION ON THE MAJOR ISSUE WHILE IGNORING BACKGROUND NOISES AND ACTIVITES

Frequently 1
Occasionally 2
Rarely 3

FAILS TO REMEMBER SEQUENCES SUCH AS THE ORDER OF LETTERS IN WORDS, NUMBERS IN SEQUENCE, EVENTS IN SEQUENCE, ETC.

Frequently 1
Occasionally 2
Rarely 3

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BEHAVIOR IS CHARACTERIZED BY SUDDEN UNEXPLANABLE SHIFTS IN EMOTIONAL STATE BEING CHARACTERIZED BY SUDDEN TEMPER TANTRUMS, EMOTIONAL OUTBURSTS, ETC.

Frequently 1
Occasionally 2
Rarely 3

SOCIAL ADJUSTMENT AND MATURATION MAY BE BEST DESCRIBED AS

Immature for chronological age 1
Average for chronological age 2
Above average for chronological age 3

READING COMPREHENSION IS

Below average for chronological age and/or grade placement 1
Average for chronological age and/or grade placement 2
Above average for chronological age and/or grade placement 3

FAILS TO VOLUNTEER FOR AND ACCEPT RESPONSIBILITIES

Frequently 1
Occasionally 2
Rarely 3

CONFUSES LETTERS WHICH LOOK ALIKE

Frequently 1
Occasionally 2
Rarely 3

ASSUMES UNUSUAL POSTURES WHEN READING OR WRITING, SUCH AS BLINKING OR RUBBING EYES, TILTING HEAD TO ONE SIDE, HOLDING MATERIAL TOO CLOSE, OR ASSUMING UNUSUAL FACIAL EXPRESSIONS

Frequently 1
Occasionally 2
Rarely 3

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LOSES HIS PLACE ON THE PAGE

Frequently 1
Occasionally 2
Rarely 3

APPEARS TO BE EXCESSIVELY IRRITABLE AND AGGRESIVE, SULKING, PICKING FIGHTS, RESISTING AUTHORITY FIGURES

Frequently 1
Occasionally 2
Rarely 3

COMPLAINS OF PHYSICAL PROBLEMS SUCH AS HEADACHES, STOMACHACHES, ETC. ESPECIALLY DURING CLASSROOM ACTIVITIES WHICH HE FINDS MOST CHALLENGING

Frequently 1
Occasionally 2
Rarely 3

_____

TOTAL SCORE